

Evaluating the Effectiveness of a Private College Workshop in Enhancing Journal Article Writing Skills: A Case Study of Academia International College

Rajan Bilas Bajracharya¹, Rajesh Prasad Shrestha², Hasim Khan³

^{1,2}Academia International College, Kathmandu, Nepal

³Mark International College, Dang, Nepal

rajanbilas@academiacollege.edu.np

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Abstract

Proficiency in academic writing, particularly in journal article composition, is a critical skill for researchers, educators, and postgraduate students in higher education. This study evaluates the effectiveness of a targeted writing workshop conducted by Academia International College, a private institution, designed to enhance journal article writing skills among faculty members and postgraduate students. Despite the increasing prevalence of such workshops, limited empirical evidence exists regarding their impact in private college contexts. Adopting a descriptive survey design, data were collected through structured questionnaires incorporating Likert-scale items across five key dimensions: content, delivery, engagement, learning outcomes, and logistics. The findings indicate that 93% of participants found the workshop content highly relevant, with practical applications for academic writing. The majority reported clear and engaging instruction supported by visuals and case-based examples, though some participants noted issues related to pacing. High engagement levels were observed, with 93.4% affirming that the workshop was interactive and well-timed. Regarding learning outcomes, 86.6% of respondents

reported increased confidence in writing journal articles, while 93.3% expressed willingness to recommend the workshop to others. Feedback on logistics was generally positive, with minor suggestions for improving workshop materials. Overall, the workshop effectively addressed its objectives by delivering skill-based, context-specific training tailored to the needs of a private higher education audience. This study contributes to the discourse on academic writing pedagogy by highlighting the value of targeted professional development initiatives in under-researched private college environments.

Keywords: Academic Writing; Journal Article Writing; Writing Workshop; Private Higher Education; Workshop Effectiveness

INTRODUCTION

Researcher, teacher, and student proficiency in academic writing especially journal article writing is essential in higher education. Knowledge distribution and professional success depend on the capacity to write research papers that are cohesive, well-structured, and publishable (Apridayani, Han, & Sakkanayok, 2024). The intricacies of academic writing, such as appropriate formatting, literature synthesis, methodological rigor, and adherence to publishing standards, are difficult for many students and early-career researchers to master (Swales & Feak, 2012). Academic institutions frequently provide training seminars targeted at improving writing skills to solve these issues.

A specific workshop has been implemented by Academia International College, a private higher education school, to help its teachers and postgraduate students write better journal articles. Even though these workshops are becoming more and more popular, little is known about how well the researcher functions to improve writing skills, especially in private college settings where student demographics and resources may differ from those at public institutions. By comparing publishing outcomes, analyzing comments, and evaluating participants' writing abilities before and after the training, this study aims to gauge the workshop's effectiveness.

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public institutions. By comparing publishing outcomes, analyzing comments, and evaluating participants' writing abilities before and after the training, this study aims to gauge the workshop's effectiveness.

The workshop effectively captures the study focus on evaluating a private college writing workshop, distinguishing it from public college contexts where resources and learner needs may differ (Maki, 2011). By specifying journal article writing skills, it highlights the workshop's specialized focus on publication standards rather than general academic writing (Seyabi & Tuzlukova, 2014). The case study approach ensures an in-depth assessment of real-world impact, while "evaluating effectiveness" emphasizes empirical measurement of outcomes. Thus, the workshop clearly conveys the purpose of research, setting, and contribution to academic writing training in private higher education.

Daud et al. (2020) explored UAE teachers' experiences with the 2021–2022 evaluation cycle. Findings from interviews with 17 teachers revealed concerns about unreliable quality indicators, weak motivation to provide evidence, superficial feedback, and a compliance mindset. The study calls for better communication and more meaningful evaluation practices to support teacher growth.

The goal of Tirol et al. (2022) was to teach educators how to create participatory action research (AR) projects. Five AR ideas were produced after the program's training and mentorship, which began with a requirements assessment. Four of these, which addressed subjects including career counseling, online tests using Canvas, case-based learning in social psychology, ICT mentoring, and pedagogical modeling for online instruction, were authorized for implementation. The study concluded that the creation of practical AR ideas is successfully supported by teacher training.

Baida, Guillergan, and Hapinat (2023) provided a clear and well-structured analysis of a workshop's impact on undergraduate research writing skills. Using a quasi-experimental design and pre/post-intervention surveys, it showed a significant improvement in writing skills. While confidence correlated positively with writing ability, the workshop had no direct effect on confidence. The findings support the value of targeted workshops in academic settings and align with current efforts to enhance student performance through practical, skill-based training.

Delibas (2023) investigated the use of journal writing and error correction to enhance writing abilities in a foreign language school. The study, which involved ten ninth-

grade students in Samsun, discovered that following the intervention, the number of writing mistakes decreased from 172 to 109. The findings demonstrated that journal writing and group error correction improved students' self-awareness, metacognition, and capacity to fix frequent errors.

Thao (2024) investigated the effect of Grammarly on enhancing writing grammatical correctness among thirty-two second-year college students. Utilizing a case study methodology, the research collected data via questionnaires and focus groups and used surface structure taxonomy to assess students' writing. The findings indicated that students' opinions of Grammarly were favorable and that there were fewer grammatical mistakes. The study made suggestions on how educators might encourage students' writing growth.

There is a lack of data from private institutions, where resources, student needs, and support systems vary, because most of the current research on academic writing workshops focuses on public universities. Furthermore, previous research frequently focuses on general writing abilities rather than the requirements of producing journal articles. By assessing the effectiveness of a journal article writing workshop in a private college context with an emphasis on participant experiences and practical outcomes, this study bridges that gap.

Objective

The objective of this study was to evaluate the effectiveness of a Private College Workshop in Enhancing Journal Article Writing Skills

METHODS

Workshop participants were asked to provide quantitative comments using a descriptive survey approach. The tool was a structured questionnaire with items on a Likert scale from "Strongly Agree" to "Strongly Disagree" (Pandit & Bajracharya, 2024). To find patterns and satisfaction levels, the gathered responses were combined into frequency tables and examined using mean scores.

RESULTS

Table 1: Work Content

S.N		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	The workshop content was relevant to improving the quality of journal articles.	53	40	6.7	0	0	1.53
2	The workshop provided practical tools for developing a high-quality journal articles.	46.7	40	6.7	6.7	0	1.73
3	The depth of the content was appropriate for my level of understanding.	60	13.3	13.3	6.7	6.7	1.87

Note. Academia College Workshop 2025

Most participants concurred that the workshop's material was extremely pertinent to raising the caliber of journal papers. A low mean score of 1.53 indicates that a strong 93% of participants agreed or strongly agreed that the content was relevant and useful for their requirements.

Additionally, 87% of participants said that the workshop offered useful resources for creating excellent journal papers. This suggests that in addition to being theoretical, the material was also useful and relevant to actual writing situations. A slightly higher mean score of 1.87, however, indicates that a tiny percentage of participants thought the content's complexity might be better matched with their present level of comprehension.

Table 2: Workshop Delivery

S.N		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	The facilitator(s) communicated the concepts clearly and effectively.	53.3	33.3	6.7	6.7	0	2.13
2	The use of visuals, examples, and case studies enhanced my learning experience.	33.3	46.7	6.7	13.3	0	2
		Too fast	Just Right	Too slow			
3	The pace of the workshop was:	20	80	0			1.8

Note. Academia College Workshop 2025

Participants expressed satisfaction with facilitators' capacity to clearly convey complicated topics, with 86.6% praising them for this competence. A small percentage of participants (6.7%) disagreed with the clarity of the information, and 20% thought the speed was too quick. These minor problems were related to clarity and tempo.

The utilization of case studies, illustrations, and images was well appreciated; according to 80% of participants, these components improved their educational experience. This emphasizes how important it is to include multimedia and real-world situations in teaching.

Table 3: Workshop Engagement

S.N		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	The activities and exercises were engaging and interactive.	46.7	46.7	6.7	0	0	1.6
2	The workshop encouraged participation and discussion.	46.7	46.7	6.7	0	0	1.67
		Too long	Just Right	Too short			
3	The duration of the workshop was:	0	93.3	6.7			2.07

Note. Academia College Workshop 2025

The great level of participation in the session was one of its best features. With 93.4 percent of respondents believing that the conversations and activities were engaging and promoted participation, highly appreciated. These outcomes demonstrate how well the workshop's layout promotes an active and stimulating learning environment.

The workshop's duration was also deemed "just right" by 93.3 percent of participants, suggesting that the time and session structure were carefully thought out and in line with participant expectations.

Table 4: Learning Outcomes

S.N		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	I feel more confident in writing my article after attending this workshop.	33.3	53.3	0	13.3	0	1.93
2	The workshop met my expectations in terms of learning outcomes.	40	46.7	0	13.3	0	1.87
3	I would recommend this workshop to others.	53.3	40	0	6.7	0	1.53

The workshop's main educational objectives seemed to be met. Following the training, a significant majority (86.6%) reported feeling more comfortable writing journal articles, and a comparable proportion said the program fulfilled their learning objectives. Notably, 93.3 percent of respondents stated that participants would suggest this session to others, demonstrating a high degree of pleasure and perceived worth.

Table 5: Logistics

S.N		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	The workshop venue and facilities were suitable.	60	40	0	0	0	1.4
2	The workshop materials provided were useful.	46.7	40	0	13.3	0	1.8
3	The registration and communication process for the workshop was smooth.	53.3	40	6.7	0	0	1.53

Note. Academia College Workshop 2025

The workshop's logistics were managed effectively. All participants gave the site and facilities great scores, stating that they were appropriate. A high mean score of 1.53 indicates that almost all participants had seamless registration and communication experience.

A small percentage (13.3%) disagreed, indicating that some of the offered resources might need to be examined for clarity, depth, or relevance, even if most participants thought the workshop materials were helpful.

The program was quite successful overall, accomplishing its objectives and providing participants with useful skills, increased self-assurance, and a satisfying educational experience. The high rate of recommendations indicates that there is ongoing demand for future editions.

DISCUSSION

The findings of this study demonstrate that the writing workshop conducted at Academia International College effectively addressed the academic writing needs of faculty and postgraduate students, particularly in the context of journal article preparation. The overwhelmingly positive feedback regarding content relevance (93% agreement) suggests that the workshop was well-aligned with participants' expectations and academic writing

demands. This supports existing literature emphasizing the importance of targeted, discipline-specific writing instruction (Swales & Feak, 2012; Baida et al., 2023).

Participants responded favorably to the practical tools and strategies presented, indicating a strong appreciation for actionable, real-world applications rather than theoretical instruction alone. This aligns with Tirol et al. (2022), who emphasized the importance of structured mentorship and hands-on learning in developing research competencies.

In terms of workshop delivery, facilitator effectiveness and the use of visuals and examples were praised by over 80% of participants. However, a minority noted issues related to pacing and content complexity. This highlights a need to tailor future workshops to accommodate varying levels of writing proficiency, perhaps by offering tiered or modular content delivery.

Engagement and interaction were identified as key strengths of the workshop, with nearly all participants finding the activities stimulating and the duration appropriate. This mirrors findings from Delibas (2023) and Thao (2024), who emphasized that active participation and error-focused interventions enhance metacognitive awareness and writing performance.

Logistical aspects, such as venue, materials, and registration, were generally smooth, though a small percentage of participants noted areas for improvement in the quality or clarity of workshop materials. Addressing these concerns can further elevate participant satisfaction and learning outcomes.

CONCLUSION

This study concludes that the journal article writing workshop at Academia International College was highly effective in enhancing participants' writing skills, engagement, and confidence. The results provide strong evidence for the benefits of structured, skill-focused training in private higher education contexts, where resources and learner profiles may differ from public institutions.

The high levels of satisfaction, confidence gains, and recommendation rates underscore the value of continued investment in such professional development initiatives. Future workshops could be improved by offering differentiated instruction based on participants' prior writing experience and incorporating ongoing support or mentorship.

Overall, this research contributes to the limited body of evidence on academic writing interventions in private colleges and affirms the role of workshops as a practical, impactful strategy for improving research productivity and academic performance.

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